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AUTHOR	Berres, Michael S., Ed.; And Others
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ABSTRACT

This book discusses the inclusion of children with disabilities in general education settings and provides accounts of successful inclusive school communities. A prologue by Michael S. Berres is titled "All Children, All Schools." Chapter 1, "Is It Inclusion Yet? Bursting the Bubbles" (Dianne L. Ferguson), reviews the status of inclusionary practices within restructured schools and focuses on the merging of special and general education to bring about new systems that work for all children. Chapter 2, "Reconstructing Curriculum for Systemic Inclusion" (Judy W. Kugelmass), provides a historical review of curriculum reform and examples from inclusive classrooms. General education teacher tips are provided for meeting the challenges of inclusion. Chapter 3, "A Parent's Request: Creating Diversity for All Children" (Michael S. Berres), describes an elementary school where the inclusion of students with disabilities was a natural extension of other general education restructuring. Chapter 4, "Creating Together the Tools To Reinvent Schools: A School/University Partnership" (Dianne L. Ferguson and Gwen Meyer), describes an evolving relationship between a rural elementary school and a group of university-based teachers which resulted in the inclusion of students with severe disabilities in general education classrooms. Chapter 5, "Creating an Inclusive Community of Learners: Souhegan High School, Amherst, New Hampshire" (Cheryl M. Jorgensen and Carol Tashie), highlights the creation of a high school in which all students are included in every facet of school life. Chapter 6, "Environments for Everyone: Community Building and Restructuring" (Peter Knoblock), expands the typical definition of community as it is used in the schools by describing the innovations for community-building that were created by a city school district. The book concludes with an epilogue by Connie Woods. References accompany each chapter. (CR)

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